

Grade 7 Language Acquisition - French

Units of Study

UNIT 1:	My World	Start: September	Duration: 6 weeks
<ul style="list-style-type: none"> • Concepts: Connections, Audience, Purpose, Message • Subject Specific Skills: Students will communicate experiences and opinions about school subjects and environment, friends, house and family in written and oral forms. • Learning Experiences: Students will learn how to describe their daily environment : their friends, their house and their school. They will express their opinion about school subjects. Students will produce written texts in an informal style (letter, email) to talk about their life. They will also learn how to use specific reading strategies to identify details and select information. 			
UNIT 2:	World Cuisine	Start: November	Duration: 6 weeks
<ul style="list-style-type: none"> • Concepts: Connections, World choice, Function, Context • Subject Specific Skills: Students will research French menus and recipes. They will demonstrate comprehension of short conversations and brief written messages about food. • Learning Experiences: Students will learn about food, shopping and cooking. They will discover meals from different cultures and express some opinions. They will be exposed to authentic French menus and will create their own. Students will develop their oral skills through skits and videos. 			
UNIT 3:	Adventure	Start: January	Duration: 6 Weeks
<ul style="list-style-type: none"> • Concepts: Creativity, Conventions, Patterns, Function • Subject Specific Skills: Students will communicate ideas in written and spoken forms, research famous adventures and learn vocabulary and tenses to write about an adventure. • Learning Experiences: Students will explore the life of famous French adventurers. They will question the necessary qualities, motivations that these people have developed, and the challenges they had to face. They will practice their communication skills through interviews, presentations and performances and their comprehension skills through videos and reading materials . 			
UNIT 4:	My Future	Start: April	Duration: 6 weeks
<ul style="list-style-type: none"> • Concepts: Communication, Audience, Purpose, Context • Subject Specific Skills: Students will communicate ideas and opinions about jobs, research about specific qualities to do these jobs. They will have the opportunity to reflect on the benefits of some jobs in their life. • Learning Experiences: Students will write and read texts about future plans. They will have the opportunity to imagine their life in the future and express their ideas and dreams. Students will reflect on their own strengths and tastes to determine what job they could choose in the future. 			

Grade 7 Language Acquisition - French

Unit 1: My World

Start: August

Duration: 6 Weeks (18 Hours)

LEARNING EXPERIENCES: Students will express their opinion about school subjects and describe their house. Students will produce written texts in an informal style (letter, email) to talk about their life. They will also learn how to use specific reading strategies to identify details and select information.

KEY CONCEPT: Connections

Related concept: Audience, Purpose, Message

STATEMENT OF INQUIRY:

My school, my home and the people surrounding me shape my identity.

INQUIRY QUESTIONS:

Factual:

What are the best qualities for a friend? a teacher?
What do I share with my friends? my family? my teachers?
Can I speak the same way to my parents, my friends and my teachers?

Conceptual:

Why are my family / my friends so important to me?
Why do I use a different language with my friends and my teachers?

Debatable:

Who is best to share my thoughts and feelings: my family or my friends?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Comprehending spoken and visual texts

Listen for specific purposes and respond to show understanding. Interpret visual text that is presented with spoken text.

B: Comprehending written and visual text

Read for specific purposes and respond to show understanding. Interpret visual text that is presented with written text.

C: Communicating in spoken or written form

Communicate facts in the written form. Express ideas and feeling in the written form. Write for specific purposes.

D: Using language in spoken or written form

Organize thoughts, feelings and ideas in the written form. Develop accuracy when writing.

ATLs:

Organization/ Thinking

RESOURCES / LITERATURE OPTIONS:

- Adosphere 2, (workbook 2)
- Languagesonline.com / Quizlet / education.vic.gov.au (Website for learning vocabulary and grammar)
- Lingt.com (Website to practice speaking skill)

SUMMATIVE ASSESSMENT TASKS:

- Reading comprehension (Criteria B)
- Writing task (Criteria C & D)

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Unit 2: World Cuisine

Start: November

Duration: 5 Weeks (18 Hours)

LEARNING EXPERIENCES: Students will reflect on what is essential to eat to be healthy and how it is linked to everyone's culture. They are learning about shopping, cooking, French meals and compare different countries' gastronomy. Through the unit, they will focus on effective strategies to contribute to social media by designing a blog about World Cuisine and they will develop their teamwork skills. They will write an article to give advice about healthy lifestyles concentrating on word choice, function, and context.

KEY CONCEPT: Connections	Related concept: World choice, Function, Context
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STATEMENT OF INQUIRY:	Food is a reflection of our culture.
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INQUIRY QUESTIONS:	
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Factual:	What are the specialties of my country? Do I buy prepared food or do I cook? Quelles sont les spécialités de mon pays ?
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Conceptual:	How do I choose my food? What health tips can I give to my friends?
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Debatable:	Is what I eat the expression of my culture?
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OBJECTIVES AND ASSESSMENT CRITERIA:	
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A: Comprehending spoken and visual texts	Listen for specific purposes and respond to show understanding. Interpret visual text that is presented with spoken text.
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B: Comprehending written and visual text	Read for specific purposes and respond to show understanding. Interpret visual text that is presented with written text.
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C: Communicating in spoken or written form	Communicate facts in the written form. Express ideas and feeling in the written form. Write for specific purposes.
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D: Using language in spoken or written form	Organize thoughts, feelings and ideas in the written form. Develop accuracy when writing.
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ATLs:	Communication/ Social
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RESOURCES / LITERATURE OPTIONS:

- Adosphere 2, (workbook 2)
- Languagesonline.com / Quizlet / education.vic.gov.au (Website for learning vocabulary and grammar)
- Lingt.com (Website to practice speaking skill)

SUMMATIVE ASSESSMENT TASKS:

1. Visual (Criteria A)
2. Speaking task (Criteria C & D)

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Unit 3: Adventure

Start: January 2019

Duration: 5 Weeks (18 Hours)

LEARNING EXPERIENCES: Students will explore the concepts of personal and cultural expression and communication. They will learn how to talk about adventures and qualities of famous adventurers. Throughout the units, they will focus on reading different types of text appropriate to the audience. Students will make posters and presentations. Through the unit they will focus on effective strategies to express their opinions and work in teams.

KEY CONCEPT: Creativity

Related concept: Conventions, Patterns, Function

STATEMENT OF INQUIRY:

Adventures vary with spatial and temporal contexts.

INQUIRY QUESTIONS:

Factual:

What adventures did I experience?

Conceptual:

How an experience does become an adventure?
How do I choose my models?

Debatable:

Could my dream of adventure serve the community?

**OBJECTIVES AND
ASSESSMENT CRITERIA:**

A: Comprehending
spoken and visual
texts

Listen for specific purposes and respond to show understanding. Interpret visual text that is presented with spoken text.

B: Comprehending
written and visual
text

Read for specific purposes and respond to show understanding. Interpret visual text that is presented with written text.

C: Communicating in
spoken or written
form

Communicate facts in the written form. Express ideas and feeling in the written form. Write for specific purposes.

D: Using language in
spoken or written
form

Organize thoughts, feelings and ideas in the written form. Develop accuracy when writing.

ATLs:

Communication/ Self management

RESOURCES / LITERATURE OPTIONS:

- Adosphere 2, (workbook 2)
- Languagesonline.com / Quizlet / education.vic.gov.au (Website for learning vocabulary and grammar)
- Lingt.com (Website to practice speaking skill)

SUMMATIVE ASSESSMENT TASKS:

- Visual (Criteria A)
- Reading task (Criteria B)

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Unit 4: My Future

Start: April 2019

Duration: 5 Weeks (18 Hours)

LEARNING EXPERIENCES: Unit 4 “My Future”. Students will reflect on preparing for the future by researching a career path of interest. They will learn how to talk about education and jobs, communicate ideas and opinions, research about specific qualities to do these jobs. They will have the opportunity to reflect on the benefits of some jobs in their life. They will have the opportunity to imagine their life in the future and to express their ideas and dreams. Students will reflect on their own strengths, their tastes to explore what job they could choose in the future.

KEY CONCEPT:
Communication

Related concept: Audience, Context, Purpose

STATEMENT OF INQUIRY:

To prepare our future one has to be ready for change and innovation.

INQUIRY QUESTIONS:

Factual:

Do I know what I would like to do in the future?

Conceptual:

How what I learn at school would be useful and/or helpful?
How to decide what would be the best for me?

Debatable:

Is there possible connections outside of our terrestrial world?

**OBJECTIVES AND
ASSESSMENT CRITERIA:**

A: Comprehending
spoken and visual
texts

Listen for specific purposes and respond to show understanding. Interpret visual text that is presented with spoken text.

B: Comprehending
written and visual
text

Read for specific purposes and respond to show understanding. Interpret visual text that is presented with written text.

C: Communicating in
spoken or written
form

Communicate facts in the written form. Express ideas and feeling in the written form. Write for specific purposes.

D: Using language in
spoken or written
form

Organize thoughts, feelings and ideas in the written form. Develop accuracy when writing.

ATLs:

Research / Thinking

RESOURCES / LITERATURE OPTIONS:

- Adosphere 2, (workbook 2)
- Languagesonline.com / Quizlet / education.vic.gov.au (Website for learning vocabulary and grammar)
- Lingt.com (Website to practice speaking skill)

SUMMATIVE ASSESSMENT TASKS:

1. Speaking task (Criteria C & D)
2. Writing task (Criteria C & D)